**C:\Documents and Settings\gtompkin\Local Settings\Temporary Internet Files\Content.IE5\57UH53PR\MC900311066[1].WMFLesson: Length and Perimeter (Unit 10 Part 1)**

**MASTERY FOCUS**  **(PL-2, PL-3, I-1, I-6)**

**Essential Understanding:** Measurement is a process of comparisons between a unit and the object being measured.

**Essential Questions:**

1. What are the standard units for measuring length in the customary system and in the SI (metric) system?
2. How are the units within the same system related to one another?
3. Why are standard units important when measuring length?
4. How might you decide which unit to use in order to measure a particular object? (ie. Inches, feet, or yards; centimeters or meters)
5. What is the difference between perimeter and area?
6. How might square units help you determine the perimeter or area of a figure?
7. How can you measure an object by using the middle of the ruler rather than starting at 0?
8. What happens when you measure using smaller units vs. larger units?

**Standards: What will students know, understand, and be able to do?**

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| --- | --- |
| **TEKS**  **Math.3.11B Use standard units to find the perimeter of a shape** | **ELPS**  **ELPS C.2 Learn new language structure, expressions, and basic academic vocabulary heard during classroom instruction and interactions** |

**Key Vocabulary: What key terms will my students need to understand?**

Length, perimeter, area, centimeter/inch/foot, yard/meter, square units, standard/unit of measure, customary system, SI (metric) system

**Assessment Plan: How will I assess prior knowledge? How will I know my students mastered standards?**

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**LESSON CYCLE (I-1, I-4, I-5, I-6, I-8)**

**How will I engage my students in learning? How will I lead my students to mastery?**

**CHECKS FOR UNDERSTANDING (I-2)**

|  |  |
| --- | --- |
| 1. **Engage and Connect:**   **Do Now:** |  |
| 1. **Introduce New Learning:** |  |

|  |  |
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| 1. **Lead Guided and Independent Practice:**   **Guided Practice:**  **Independent Practice:** |  |
| 1. **Close the Lesson and Assess Mastery:** |  |

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**DIFFERENTIATION (I-3)**

**How will I scaffold and/or accelerate learning? For whom? How will I group my students?**

**SCAFFOLD:**

**ACCELERATE:**

**GROUP:**

**LOGISTICS** **(I-6, I-10)**

**What materials, resources, and technology will I need to prepare and arrange?**